DOCUMENT RESUME

ED 077 611 RC 007 031

TITLE	Report of the Lakota Higher Education Center.
INSTITUTION	Lakota Higher Education Center, Pine Ridge, S. Dak.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Pine Ridge, S. Dak.
PUB DATE	Oct 71
NOTE	17p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; *Community Colleges; Community Involvement; *Credit Courses; Cultural Factors; Educational Finance; *Federal Aid; *Higher Education; Tribes
IDENTIFIERS	BIA; Bureau of Indian Affairs; Lakota Higher Education Center; *Oglala Sioux

ABSTRACT

In February 1971, the Bureau of Indian Affairs granted $22,900 to the Oglala Sioux to develop a tribal sponsored college center. According to the proposal, the grant would be used to plan and initiate a system which: (1) uses courses to reach out to the area population on the basis of their needs; (2) is integrated with the agencies and establishments serving and/or employing the reservation population; (3) has curricula geared and created to meet the special cultural needs and demands of the Sioux people, also providing for local control; and (4) provides a model system for implementation by other rural areas, especially those characterized by poverty and/or cultural differences. The report covered 3 main areas: (1) review of grant and initial status of college center; (2) present status of college center; and (3) deficiencies of present operation. (FF)

ED 077611

RECEIVED APR 7 1972 NMSU E.R.I.C.

REPORT OF THE LAKOTA HIGHER EDUCATION CENTER

October, 1971

I. Review of Grant and Initial Status of College Center

In February, 1971, the Bureau of Indian Affairs granted $22,900 to the Oglala Sioux Tribe for development of the nascent college center sponsored by the tribe. According to the proposal submitted the grant would be used "to plan and initiate a system which:

1. reaches out to the bulk of the area population through courses in the communities on the basis of their needs;
2. is integrated with the agencies and establishments serving and/or employing the reservation population, both in development of career ladders and job placement and in utilization of educational resources without duplication or waste;
3. has curricula geared and created to meet the special cultural needs and demands of the Sioux people and provides for local control, qualified by at least initial association with established institutions for accreditation and technical assistance;
4. provides a model system for implementation by other rural areas, particularly those characterized by poverty and/or cultural differences."

(P. 7 of proposal)

RC007031

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FILMED FROM BEST AVAILABLE COPY

The program devised to meet these goals as described in the proposal states that the staff, consisting of a curriculum coordinator and a secretary, would "marshall the maximum of available resources for college center support--especially through State and Federal programs already operative--to organize a representative entity for local control, and to develop linkages with the University of Colorado, Black Hills State College, and other interested institutions. Refunding will be requested for initial non-recurring costs and the gap in operating expenses on the basis of estimates developed during the planning year. Investigation will also be undertaken as to the feasibility of expanding and integrating this project to include the contiguous Rosebud Sioux Reservation."

At the time this grant was made there was no formal structure for the Pine Ridge College Center, an informal coordinator--paid off and on by various programs--was responsible for organizing a number of courses, and financial resources were limited to a tuition of $4 a credit hour and some volunteer teachers.

II. Present Status of College Center

A review of the accomplishments under the Bureau grant to date (mid October, 1971) can best be accomplished against the goals set down in Section I.

A. Outreach to communities and students served

The Center is currently offering at least two college courses in all the major communities of the Pine Ridge reservation--Wanblee, Martin, Allen, Porcupine, Henderson, Kyle, and Pine Ridge Village. A total of some 40 different college courses are offered reservation-wide with over 300 enrollees. Since the average student is taking 6 credit hours, this means that on the basis of full time equivalency we have approximately 150 full time students and are already serving more Indian students than any single South Dakota institution. A list of courses and students completing them follows by semester. Present Fall Enrollment is 327 class enrollees in 51 classes, inclusive of sections in the different communities.

SPRING OF 1970

Course Offerings		# Enrolled	# Locations
Soc. 111	Intro. to Sociology	44	5
Anthro. 436	Indian Studies	7	1
Ed. 3803	Montessori Approach to Ed.	42	1

FALL OF 1970

Ed. 1012	Child Growth & Development	22	2
Ed. 200	Education in Modern America	3	1
Ed. 467	Children's Literature	16	1
Eng. 100	English Exposition	16	1

Course Offerings		# Enrolled	#Locations
Ed. 301	Teaching of Elem. Science	6	1
Math 1003	Fundamentals of Math	18	1
Math 101	College Algebra	8	1
Hist. 251	History of U.S. to 1865	12	1
Psych. 201	General Psychology	18	1
Soc. 111	Intro. to Sociology	12	1
Bus. 301	Business Law	2	1
Econ. 201	Principles of Economics	3	1
Soc. 250	Sioux History and Culture	17	2
Soc. 467	Sociology of Education	20	2
Comm. 1003	Lakota Language	28	2
Hist. 2003	American History	1	1
Ed. 5803	Montessori Approach to Educ.	6	1

SPRING OF 1971

Anthro. 11003	Survey of Anthropology	4	1
Bus. 212-3	Intro. to Accounting	8	1
Bus. 3001	Office Machines	5	1
Bus. 1002	Typing	21	2
Econ. 2023	Fundamentals of Economics	13	3
Educ. 3143	Methods of Teaching Lang. Arts	8	1
Ed. 3122	Audio Visual Education	3	1
Educ. 2513	Indian Education	14	2
Ed. 344	Science in the Elem. School	8	1
Educ. 101	Integrated Studies	20	2
Eng. 101	English Composition	24	2
Ed. 4802	Independent Studies in Educ.	8	1
Eng. 2032	Children's Literature	13	1
Hist. 252	American Hist. 1865 to Present	22	3
Music 2023	Music for Elem. Schools	2	1
Ed. 1012	Child Growth & Development	12	1
Psych. 4062	Counseling	11	1
Psych. 2023	Personality Theory & Measurement	8	1
Soc. 192	Contemporary Social Issues	15	2
Soc. 182	Group Work Methods	24	3
Soc. 111	General Survey of Sociology	22	3
Soc. 119	Processes of Social Diff.	8	1
Soc. 250	Analysis of Recent Social Changes	6	1
Soc. 455	Sociology of the Family	5	1
Speech 1003	Public Speaking	14	2
Math 1103	Math for the Elem. Teacher	18	2
Art 1002	Drawing	22	3
Comm 1003	Lakota Language	13	2

1st SUMMER SESSION 1971

Course Offerings		# Enrolled	#Locations
Eng. 100	English Exposition I	9	1
Hist. 251	Hist. of U.S. to 1865	1	1
Soc. 128	Race & Minority Problems	9	1
Soc. 111	Intro. to Sociology	3	1
Psych. 1003	General Psychology	12	1
Eng. 101	English Composition	9	1
Hist. 1003	American Government	5	1
Ed. 1012	Child Growth & Development	2	1
Eng. 2032	Children's Literature	4	1
Bus. 1003	Typing I	12	1
Bus. 2023	Accounting I	12	1
Math 1103	Math for the Elem. Teacher	10	1
Ed. 200	Education in Modern America	54	2
Ph.Ed. 2021	Physical Ed. for Elem. Schools	54	2
Art 1012	School Arts & Crafts	19	2

2nd SUMMER SESSION 1971

Psych. 1012	Child Growth & Development	24	2
Psych. 4062	Counseling	28	2
Bus. 2023	Accounting I	8	1
Bus. 1042	Clerical Office Practice	8	1
Ph. Ed. 2021	Physical Ed. for Elem. Schools	13	1
Educ. 3045	Methods of Teaching in Elem. Sch.	6	1
Hist. 252-3	U.S. History	9	1
Speech 1003	Speech	17	2
Pol. Sci. 2033	World Politics	13	1
Soc. 2503	Sioux History & Culture	9	1

Composite Statistics on Course Offerings to Date

Course Offering		Number of Students Completing Course or Enrolled Fall 1971
Soc. 111	Intro. to Sociology	110
Anthro. 436	Indian Studies	7
Ed. 1012	Child Growth & Development	91
Ed. 200	Education in Modern America	57
Eng. 2023	Children's Literature	41
Eng. 1001	English I or Exposition I	142
Ed. 3013	Teaching of Elem. Science	14
Sp. 1003	Fundamentals of Speech	41
Math 1003	Fundamentals of Math	56

Course Offerings		Number of Students Completing Course or Enrolled Fall 1971
Math 1103	Math for the Elem. Teacher	28
Math 1013	College Algebra	8
Hist. 251	History of the U.S. to 1865	14
Hist. 252	American History 1865 to Present	31
Psych. 201	General Psychology	30-32
Bus. 301	Business Law	2
Soc. 2503	Sioux History and Culture	26-11
Econ. 201	Principles of Economics	16
Soc. 467	Sociology of Education	20
Soc. 191	Contemporary Social Issues	21
Soc. 182	Group Work Methods	24
Soc. 119	Processes of Social Differentiation	8
Comm. 1004	Lakota Language	41-42
Ed. 5803	Montessori Approach to Childhood Education	44
Anthrop. 1003	Survey of Anthropology	4
Bus. 2123	Introduction to Accounting	28-14
Bus. 3001	Office Machines	5
Bus. 1002	Typing	33-23
Ed. 3143	Methods of Teaching Language Arts	8
Ed. 3122	Audio Visual Education	3
Ed. 2513	Indian Education	14
Ed. 4802	Independent Studies in Education	8
Music 2023	Music for Elementary schools	2
Psych 4062	Counseling	39
Psych 2023	Personality Theory and Measurement	8
Soc. 250	Analysis of Recent Social Change	6
Soc. 455	Sociology and the family	5
Soc. 128	Race and Minority Problems	9-29
Hist. 1003	American Government	5
Art 1002	Drawing	22
Ed. 101-3	Integrated Studies	20
Art 1012	School Arts and Crafts	19-9
Phy. Ed. 2021	Physical Education for Elementary Teachers	67
Bus. 1042	Clerical Office Practice	8
Anthro. 2443	Anthropology of Race Relations	10
Bus. 3043	Office Management	34
Art 1002	Art	6
Ed. 3023	Education Psychology	18
Ed. 3173	Seminar in Education of Culturally Different	11
Ed. 4093	The Teaching and Supervision of Reading	19
Eng 1013-101-3	Freshman English II or Exposition II	9

Course Offerings		Number of Students Completing Course or Enrolled Fall 1971
Eng. 3023-110-3	Man and His Literature or Intro. to Literature	29
Bus. 3033	Businggs and Report Writing	7
Bus. 2003	Shorthand I	14
Ed. 3102	The Kindergarden	10
Pol. Sci. 2033	World Politics	13
	Independent Studies	48

B. AGENCY COOPERATION

Relationships and integration with other reservation agencies are already quite well developed. Access to facilities for classes are being given by the Bureau schools, the Catholic mission school, and the public schools. The Pine Ridge Bureau agency has so far given us office space, although continuation of this is now under negotiation. Staff assistance was also given by the Title I program for six months and the Oglala Sioux Tribe has made many in-kind contributions. The following agencies are coordinated with the College Center in the sense of regularly giving their employees release time and/or tuition for classes or having enrollees in their training programs channelled through the College Center--Public Service Careers (80), New Careers (30), Headstart (40), Title I (70), Title VIII (7), and Title VII (9).

C. APPROPRIATE CURRICULA AND LOCAL INDIAN CONTROL

In regard to the devising of curricula to meet the special needs of the Oglala Sioux people, new courses requested from Black Hills State College and the University of Colorado have been offered every semester. Lakota Language, Sioux History and Culture, Indian Education, Culture of the American Indian, and Introduction to Bi-Lingual Education have all been offered. The real work in curriculum, however, has been the negotiation and preparation of Associate Degrees specifically meeting reservation needs. The fact that South Dakota has no community colleges at present and that these degrees ar e being sought with approval of the South Dakota State Board of Regents has made this more difficult. In May of 1971, however, the Board passed a resolution supporting the development of such degrees for the reservations and taught entirely on-reservation. Copies of curricula for Associate of Arts

degrees in business, education, social services, Lakota studies, and liberal arts have been developed and will be submitted to the Board within a month. Associate degrees in law enforcement and registered nursing have been approved.

Local control has been a mark of the College Center since its inception by the tribe. In March of 1971 the Oglala Sioux Tribal Council chartered it as a public corporation under the name Lakota Higher Education Center. The Board of Trustees is Indian and elected by the various districts on the reservation. Since, however, the staff and financial resources of the Center are extremely limited, it has developed close ties with established universities. Accreditation will be sought in the near future as a branch campus with financial and organizational autonomy remaining with the Indian Board. Present Board members are Gerald One Feather, President; Alma Jacobs, Vice President; Hattie Twiss, Treasurer; Norman Rogers, Secretary; Matthew Eagle Heart, Hiram Olney, Ray Howe, and Zachary High Whiteman.

D. FINANCIALLY FEASIBLE MODEL FOR OTHER RESERVATIONS

A motive justifying support for the College Center at Pine Ridge in the original proposal was its value as a potential model for other Indian reservations and rural populations. It appears reasonably clear that this hope was not misdirected. The system developed for the College Center has already succeeded in:

1. offering a large variety of accredited college courses geographically accessible to everyone on the reservation with over 300 now enrolled;
2. not turning down any Indian students because of financial incapacity;
3. operating under Indian control;
4. gaining the cooperation and assistance of both local colleges and prestige universities;

5. accomplishing the above at a cost dramatically lower than the per student cost of a regular campus.

In regard to the last point, it must certainly be admitted that the low per student cost reflects large gaps in the services presently offered students, which will be outlined below. The following figures, however, should demonstrate that the per capita cost could be easily quadrupled without approaching the average cost of educating a college student.

The total budget of the Lakota Higher Education Center from January, 1971 projected through December, 1971 is approximately eighty thousand dollars from the following sources:

Public Service Careers subcontract	$35,000
Gifts and In-kind contributions	8,000
Tuition	15,000
BIA grant	22,900
	80,900

Taking the previously given figure of 150 full time equivalency students, this works out to a per student cost of only $533 over two semesters and two summer sessions. It compares with a per student cost of $5000 for Navajo Community College. Just as dramatic, only the BIA grant in the budget breakdown represents money not already present on the reservation. In other words, at a cost of only $152 per student in new money--representing the Bureau grant--150 (equivalent) students received three semesters of college or 36 credits. Even if the above figure should be quadrupled in order to cover present deficiencies in service, it is apparent that it would be financially feasible to extend such a system to other reservations and population groups.

Indeed, six months of operation of the Lakota Higher Education Center sufficed to show the adjoining Rosebud Sioux of its feasibility. A College Center following the same format was initiated there with similar success.

III. Deficiencies of Present Operation

1. No counseling services, academic or personal, are really being offered. This is especially serious because the majority of students are new to college courses, are easily discouraged, frequently have family, personal, or transportation problems, and need close career counseling.

2. Few learning resources are present either in the form of books or audio-visual materials.

3. Utilization of natural learning resources in the environment, Lakota culture, and innovative teaching methods meeting community and student needs are impossible with an instructional staff working on a part time and temporary basis.

4. Minimal effective use of other agency and program resources in staff is possible. College Center administration is far too thin for supervision and responsibility for these people, especially since most have specific program goals of their own which must also be met. As a result, the approximately 12 Master Candidates and 29 Master Tutors, or instance, have very little actual contact with the Center other than teaching a few courses. The same conditions exist to a lesser extent with New Careers.

5. There is little time or energy for real program planning or even really effective long range development since the immediate problems of class scheduling, class supervision, registration and tuition books, and student problems constantly demand the attention of the small staff.

6. Nothing has been done in terms of working on career ladders and training programs with reservation agencies, even though many requests have been made.

7. Money is needed for certain office expenses such as telephone and staff travel.

IV. Projected Developmental Needs

The following program for the next three years is seen as essentially needed by the Pine Ridge College Center to adequately meet its objectives::

1. Establishment of strong central administration for supervision of programs, coordination with reservation agencies, and development.
2. Acquisition of basic library and learning resources.
3. Integration of a reservation wide Adult Basic Education program in to the College Center. Such a program would emphasize continuing tutorial help as well as a bridge curriculum for those without a high school diploma.
4. Development of curriculum leading to Associate degrees in cooperation with Black Hills State and the University of South Dakota, and the University of Colorado in areas of proved use to the reservation, e.g., administration, social services, education, recreation and agriculture, etc., and surveying of needs in other areas, especially vocational education.
5. Liaison and technical assistance for employing agencies in development of comprehensive career ladder structure and training patterns.
6. Development of philosophy, curriculum, syllabi, and teaching staff for Lakota studies and on-going courses in the basic area of Lakota language and history.

7. Courses in basic subjects, English and Math, held in the reservation communities on a rotating but regularized basis. This can be accomplished only through the use of a core instructional staff available full time and able to travel.

The Lakota Higher Education Center

The Center proposes to achieve these objectives within the framework of the following core organizational structure and program.

1. Board of Directors

Although the Board is in operation as outline in the College Center history above, none of the members have had experience in controlling a system of higher education. They feel a definite need to become more thoroughly acquainted with the issues and procedures involved. Several short-term seminars with consultants over the next two years would facilitate their ability to deal with these.

COLLEGE CENTER ADMINISTRATION

The Center must plan to operate with a core administrative, instructional and student services staff supplemented by staff working in specific contract or grant programs. While the proportion of programing and staff falling under the latter could easily surpass (and already has) the core staff and programs, it is imperative that the core program be strong and stable enough to handle the coordination of these other components. The overall functions of administration, planning and development must fall to the core programs for its central functions, the centrifugal forces involved in coordinating multi-purpose and multi-funded programs will tear the Center apart.

2. President and Development Staff

   a. President: Responsible for implementation of Board Policies in the total College Center, coordination of Developmental planning, representation of College Center to community and outside agencies.

   b. Development Officer: Responsible for funding needed to realize programs, particularly on a permanent basis. ½ time basis shared with Sinte Gleska College Center.

   c. secretary: secretarial duties to President and his immediate staff.

3. Academic Core Administration and Faculty

   a. Academic Director: Responsible under the President for all class and faculty supervision, implementation of academic policies, university liasion, community and agency liaison regarding classes, and general negotiation and supervision of terms of training contracts, curriculum development for Pine Ridge and Rosebud, college center catalog and course listings.

   b. secretary: responsible to Academic Director for secretarial duties.

   c. Basic Education Coordinator: Responsible to Academic Director for development and operation of remedial and tutorial systems and their integration into total program of College Center. Contract Position.

   d. Lakota Studies Coordinator/Instructor: Responsible to Academic Director for ongoing instruction in Lakota Studies and curriculum development both in specifically Lakota Studies courses and in all other courses to which Lakota culture can be relevant.

e. Faculty: Four full-time faculty positions in the areas of Math/Science, English/Speech, Business/Public Administration, and Education. Part time resident instructors on a course basis according to need, estimated at approximately 10 courses per semester. Instructors will be responsible to the Academic Director for classes in all reservation communities and for program development and evaluation in their disciplines.

f. Faculty clerk-typist: Responsible under Academic Director for clerk-typist duties for all instructors and for management of classroom supplies.

4. Library

a. Librarian: Responsible to Academic Director for library and and learning resources development and administration insuring ready access of all reservation communities and students to holdings.

b. Bookmobile Driver: Responsible to Librarian for delivery and return of books from central library and communication of student/faculty needs.

5. Student Services Program

a. Student Services Director: Responsible to President for counseling services, registration and records, job placement and liaison, student financial aids, assistance to students transferring to other institutions, supervision of counseling in contract programs. The Director will be a working counselor.

b. Placement and Job Liaison Coordinator: Responsible to Student Services Director for student job placement and for development of career ladders and training programs for area employing agencies.

c. Registrar/secretary: Responsible to Student Services Director for registration and records and secretarial duties of student services.

6. Business Office

a. Business Manager: Responsible to President for purchasing, payroll, interagency transactions, contract and grant review and supervision, and budget preparation and control.

Supporting Facilities and Equipment

1. Library

Existing book and audio-visual resources are extremely meager, consisting only of the high school libraries, small reference collections, and the private resources of instructors. Any further development of the College Center presumes the acquisition of library resources. The present operational level is obviously precarious without them. For easy access of students to books located in the central facility, a bookmobile delivering books on request to students in the communities is essential. This vehicle would also be used for inter-library loans between Rosebud and Pine Ridge, who would each specialize in certain collections. As a corollary, a complete catalog of library holding should be available in all reservation communities on both reservations.

a.	Basic Junior College Library Package	3500 volumes
b.	Indian Studies Collection	600 volumes
c.	Education Collection	450 volumes
d.	Business and Public Administration Collection	250 volumes
e.	Psychology and Sociology Collection	250 volumes
f.	Periodicals	30 subscriptions

It is expected that local building will be made available for library housing.

g. Booknobile

h. Audiovisual Equipment

2 film projectors and screens
1 slide projector and screen and Indian collection
2 film strip projectors and screens and Indian collection
3 tape recorders and 100 tapes
1 portable phonograph and Indian music collection

i. Shelving and library furniture

j. catalogs for eleven communities

2. Office Equipment

10 typewriters
15 desks and chairs
1 Xerox machine
1 ditto machine

3. Consummable Supplies

a. Classroom supplies
b. Office supplies
c. Library supplies

4. Travel

a. President and Planning and Development Travel
b. Instructional travel within reservation
c. General Administrative travel